

Center for Educational Performance and Information (CEPI)

*Michigan Education Information System
(MEIS)*

Single Record Student Database (SRSD)

Frequently Asked Questions

Questions?
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General Questions

1 Q: Which students do we report?

A: For all submissions, schools will be reporting two groups of students:

1. Those students present on count day;
2. Those students who have exited since the previous submission.

Students in the first group are those coded as "19" (expected to continue) in Field 23: District Exit Status. Students in the second group are those with an exit status code other than "19." Think of a series of snapshots taken on the respective count days (in the case of end of year, a snapshot taken the last day of school). Report every student who appears in the current snapshot plus every student who was in the previous snapshot but for some reason is now missing. Future snapshots will capture the students who have enrolled since the count date.

2 Q: The SRSD includes sensitive information that is being sent over the Internet. Does this mean that local education agencies (LEAs) or intermediate school districts (ISDs) must create encryption routines to ensure that the data are secure?

A: No, by using Internet Explorer (the requirement for upload), the file is automatically encrypted at 128 bits as it is sent through the Internet. The technology used is called "secure socket layer" (SSL). Verify that you have the most recent version of Internet Explorer.

3 Q: Should LEAs and ISDs keep copies of old data? Will the state also keep copies?

A: LEAs and ISDs should both keep copies of all data submissions for future audit purposes. CEPI will also keep copies until the data are purged.

4 Q: Should LEAs include developmental kindergarten students with regular kindergarten students?

A: Assuming they meet the age requirement of 5 years as of December 1, if a student is being claimed for FTE then s/he must be reported as kindergarten in Field 19: Grade or Setting. If, in addition, a student is classified as being in developmental kindergarten (DK), DK status should be reported in Field 125: Program Participation/Eligibility II. To repeat, a DK student would be reported as in kindergarten in Field 19: Grade or Setting AND as DK status in Field 125: Program Participation/Eligibility II.

5 Q: The definitions for some fields, such as Field 29: Program Eligibility/Participation, are unclear because each student's status changes over time. How should we handle these changes?

A: Each field should be filled in based on the student's status at the time of the count and any activity that occurred since the last submission. Example: If a student received Title I services between any two count dates, this should be indicated in Field 29: Program Eligibility/Participation (even

though the student may not be receiving Title I service on count day). See the definitions section under Field 29: Program Eligibility/Participation in the SRSD Data Field Descriptions document.

6 Q: How are records handled for students in Schools of Choice?

A: The key fields are Field 3: Operating District Number and Field 4: Resident LEA Number. The operating district number is the number of the district that is receiving the state funds for the student and creating the student record. The resident LEA is the district in which the student lives. Students in Schools of Choice attend schools outside of their resident districts. As a general rule, the district eligible for state aid for the student is the district that should report the student. This means that the number in Field 3: Operating District Number will not equal the number in Field 4: Resident LEA Number for Schools of Choice students. Some districts have Schools of Choice programs that allow students to attend various schools within school districts. In this case, the number in Field 3: Operating District Number and the number in Field 4: Resident LEA Number would be the same. Schools of Choice status is indicated in Field 30: Student Residency (Membership).

7 Q: How are Field 3: Operating District Number and Field 4: Resident LEA Number handled for Public School Academies (PSAs)?

A: Field 3: Operating District Number is the PSA's operating district number as assigned in the School Code Master (each PSA constitutes its own operating district). The resident LEA (Field 4: Resident LEA Number) is the number of the operating LEA district in which the student resides. For example, if the PSA is located in Lansing, Field 4: Resident LEA Number would most likely contain the district number of the Lansing School District. PSAs are responsible for obtaining this information. District numbers can be obtained by accessing the School Code Master at <http://cepi.state.mi.us/scm/>.

Data Compliance

8 Q: Many of the 125 SRSD fields are not required for all three submission dates (fall, spring, and EOY). What should LEAs and ISDs do with the non-required fields, since they may still be in the students' data files?

A: The non-required fields can be included in the file even when they are not required. CEPI will ignore these non-required fields when processing the file. In addition, when the Error Check Program processes the data, all fatal errors are identified for all submission cycles. Only fatal records for the current submission cycle will reject a student record. Fatal errors for other submission cycles will not cause a student record to be rejected. These typically produce warnings.

9 Q: Many fields do not apply to most students. Examples include fields related to special education and gifted programs. Should these be left blank?

A: If a field does not apply to a student, generally it should be left blank, unless it is an FTE field. All FTE fields must contain valid numbers. If you are not claiming an FTE value, then enter "0.00". Refer to the SRSD Data Field Descriptions for questions about specific fields.

10 Q: Many programs, including Early Childhood, do not operate in school district facilities. For instance, some districts contract with local health departments or even other school districts. In these cases, who submits the students' records?

A: As a general rule, any district that receives state aid should report the students' records, even if services are provided by agreement with another agency. Early-On® and other programs use computer software that is capable of exporting program information into the SRSD files. Therefore, it should be possible for those keeping the records to provide them to the LEA for inclusion into the larger SRSD file.

11 Q: How is state aid affected by student records that are in error or missing?

A: Any student record with an error will be rejected by the Error Check Program and will not be counted in the initial FTE counts for state aid. MDE/CEPI will automatically calculate FTE for every school building and district when the data is submitted in the fall and spring submissions. Auditors have the capability to make adjustments to FTE after submission via the SRSD Upload/Audit Application.

12 Q: What should be included in fields that either do not apply to a student or in which the correct information does not require all of the spaces allowed?

A: All spaces after the information should be left blank unless otherwise indicated in the SRSD Data Field Descriptions. This applies to alphanumeric and numeric fields. Some numeric fields, such as FTE, may need to be filled with zeros. Refer to the SRSD Data Field Descriptions for details. If a field does not apply to a student, the field should be left blank.

13 Q: What are the sanctioned penalties for not reporting the data in the SRSD?

A: Each financial/program area has different data needs. State aid payment is currently based on the audited FTE submitted on the DS4120. Failure to submit this data would result in no information on which to make a state aid payment. Failure to submit FTE data via the SRSD would result in the same scenario. There would be no information on which to make state aid payments. Many of the categorical areas have their own sets of rules and regulations. If a school does not submit its student data for the categorical programs, then there would be no need to fund the school for the program (e.g., no students were participating in the program).

14 Q: What happens if Field 31: Supplemental Nutrition Eligibility is not submitted?

A: In order to receive Title I funds, the student's family must meet a financial needs test. If a school does not submit its student data for Title I Targeted Assistance Schools (TAS) programs, then there would be no need to fund the school for the programs (it could be assumed from the data that no students were receiving services in the TAS program). In addition, this field is a requirement of No Child Left Behind legislation.

Formatting

15 Q: Are the SRSD fields case sensitive? In other words, does it matter whether the letters are typed using capital letters versus lower case letters?

A: No, the fields are not case sensitive.

16 Q: Field 15: Zip Code asks for the four-digit extension, in addition to the usual five-digit number. If the four-digit extension is not available, then what should be included? Should the dash still be there?

A: If the four-digit number is not available, the hyphen should be dropped and only the five-digit number included. Do not add zeros or other characters.

17 Q: What file format should be used for submitting the SRSD? Would a comma-delimited ASCII file be appropriate?

A: The file must be a fixed, 900-position ASCII file.

18 Q: What characters are allowed in the name fields?

A: All Roman alphabetical characters are allowed. Names can contain such items as numbers, hyphens, periods, or commas. System characters and special characters, such as an ampersand (&), diacriticals (umlauts, accents, tilde) or underscore are not permitted.

19 Q: Can more than one racial/ethnic code be chosen for an individual student?

A: Yes, the primary racial/ethnic code should be indicated by a "1" in the appropriate position. If the student claims more than one category as his or her primary racial ethnic code, then these also would be indicated by a "1" in the appropriate position. It is highly recommended that a student not report more than two primary racial ethnic codes. Other (secondary) racial ethnic codes could be represented by any combination of numbers from "2" to "6" (no ranking necessary). For more information on race/ethnicity reporting, please go to the following Web site:
http://nces.ed.gov/programs/handbook/docs/pdf/appendices_A.pdf.

20 Q: What if a student's city of birth is not available, perhaps because the student was adopted or the birth certificate does not list a city?

A: The smallest governmental unit available should be used. For instance, if "town" and "county" are both available, then use town. If only the county is available, then this should be used. Also, if there is a conflict between what is on the birth certificate and what the parents say, then it is important to choose the one that is the most consistent. Usually this will be the location on the birth certificate. In the case of an adoption, the place of birth may be unknown. Use the city on the adoption papers (i.e., the location of the adoption agency).

21 Q: What is the Unique Identification Code (UIC)?

A: The UIC is a number assigned to each student to ensure that individual students are not counted twice or "lost in the system."

Vendors

22 Q: Many LEAs' and ISDs' computer systems were purchased from vendors, including VEDS, EETRK, and MI-CIS. Will these programs export a file that is compatible with SRSD?

A: Vendors are informed about the various SRSD requirements. Contact your vendor for more information.

23 Q: Does CEPI suggest a specific software vendor to create and manage student records?

A: No, but there are many vendors to choose from. It is important to choose software that is designed to handle the SRSD. We suggest you contact your ISD for more information. A list of vendors is also available on the CEPI Web site (<http://www.michigan.gov/cepi>). Click on the MEIS Data Services button (left-side navigation bar), then click on "Single Record Student Database." You will be presented with a list of SRSD-related resources. Among these is a list of software vendors who have indicated the ability to provide SRSD-compatible software. Further, Macomb ISD has created a software application that has been found to be useful to districts in verifying their SRSD data and generating reports. The software is free but no technical support is provided. For additional information, go to http://www.misd.net/MT/srsd02_program_ftp_link.htm.

24 Q: Can LEAs and ISDs contract with other organizations to manage and submit SRSD data?

A: Yes, LEAs and ISDs may contract with other LEAs, other ISDs, or private contractors. However, all correspondence from CEPI regarding data errors and other SRSD issues will be sent to the operating district from which the data originates, not the contractor.

Attendance/Exit Status

25 Q: How are records handled for students who leave (exit) a district?

A: If a student was enrolled during the previous submission, and recently exited the school district, then the next submission should include the appropriate exit code for Field 23: District Exit Status. Note: Additional exit codes in the appropriate fields may also be required for categorical programs. Future SRSD submissions would include no record for this student unless the student re-enrolled.

For students who transfer within the same district: Field 23: District Exit Status should be reported as "expected to continue" (code "19") for the school the student has left (remember, Field 23: District Exit Status reports the exit status of students who have left the district, not the school). The school the student has left would no longer report that student in any of that school's subsequent submissions. For example, a student leaves School A after fall count date in order to attend School B located in the same district. School A would report the student as usual (since s/he was there on count date) with "19" in Field 23: District Exit Status. School B would not

report the student since s/he was not present on count date. For the spring submission, School B would report the student while School A would no longer report the student.

26 Q: Are there students for whom attendance data (Field 21: Attendance) are not required?

A: Attendance data are not required for the following: early childhood enrollment (those students in Field 52: Early Childhood Enrollment), non-public students, juvenile detention students, adult education students, Early Childhood Developmental Delay (formerly Pre Primary Impaired [PPI]), Early Childhood Special Education Program, Early On[®], or home-schooled students. Please see Field 21: Attendance in the SRSD Data Field Descriptions for more information.

27 Q: Why is the county code reported (Field 2: County Code) when this information is part of the operating district number (it is the first two digits of the number)? This would seem to be a duplication of data that is required.

A: Historically, this would be true, but that is not the case now. Public school academies (PSAs) sometimes move from one county to another. In this case, the PSA would keep its original School Code Master number, regardless of where the PSA geographically moved.

28 Q: Do we need to report daycare/latchkey children whose parents pay tuition to have daycare services?

A: The Office of Early Childhood and Parenting Programs makes the following statement: "Districts are not required to report on preschool children in programs not receiving state or federal funding. Reporting on the educational experience of all children birth through grade 12 is, however, strongly encouraged. One goal of the SRSD is to follow the child/student's entire educational experience allowing the state, local districts, ISDs and PSAs to evaluate program effectiveness. This will lead to the improved ability to make informed decisions for support and funding of programs proven to make significant positive differences in the educational attainment and lives of all children. It would be helpful to follow and compare preschool children from a tuition based/parent choice program with children who have attended other preschool programs or children who had no preschool experience and then use the information gained to make decisions for systematic ongoing program quality improvement."

29 Q: Regarding the 10/30 day rule: If the student is absent on count date, but still enrolled, are we to remove the student if s/he does not show? Do I remove that student from the database?

A: If you have a student who is not present on count date, and you are not sure if the student is still enrolled, do not count him/her for FTE. If s/he is enrolled in another school, s/he would be reported in another district's count. Check with your ISD auditor for additional information.

30 Q: Throughout the school year, we will have students who go to other districts, or perhaps students who graduate. At what point in time can we delete these students from our files?

A: When you give us an exit date in Field 24: Date Exited, we will know that this student is gone from your district. When to delete him/her from your own school or district database is your district's decision.

31 Q: Are summer school students now to be considered part of the following school year because they were enrolled after July 1, the official start of the school year? Are their graduations to be reported as part of the fall count?

A: You need to report the exit status of any student who withdrew before count day PLUS any summer school enrollees for fall submission. Students graduating during the summer (after EOY submission) would be submitted in the next fall data submission. It is sometimes the case that summer school enrollees will have left prior to fall count day. For example, a student participates in the summer migrant program and then leaves the school district. Such students were previously unreported on the DS4061 because of the problems this created for FTE calculation. In the SRSD however, if you need to report a student and not claim an FTE, simply place a "0.00" in the appropriate FTE field.

32 Q: Please advise how to enter students who are in an alternative education program in Field 29: Program Eligibility/Participation. Should we use the default code of all zeros for them?

A: If you have an alternative education student and this student is participating in or eligible for Title I, then a code of "1" is placed in the first position. Similarly, if you have an alternative education student who is engaged in one or more career and technical education program(s), a "1" would be entered in the fourth position of Field 29: Program Eligibility/Participation. If the alternative education student is not participating/eligible for participation in any of the programs listed in Field 29: Program Eligibility/Participation, then you would be correct in using all zeros. Alternative education status should be reported in Field 125: Program Participation/Eligibility II.

33 Q: What exit date should be recorded for graduating seniors?

A: The date entered in Field 24: Date Exited for graduating seniors would be the first day after the last official day of school. This is an example of what would be expected in the SRSD for the same student over the cycles:

- EOY (June 2003) Field 19: Grade or Setting, grade setting "11"; student is in 11th grade and Field 23: District Exit Status, exit status "19"; student is expected to continue.
- FALL (November 2003) Field 19: Grade or Setting, grade setting "12"; student is in 12th grade and Field 23: District Exit Status, exit status "19"; student is expected to continue.
- EOY (June 2004) Field 19: Grade or Setting, grade setting "12"; student is in 12th grade and Field 23: District Exit Status, exit status "01"; student graduated from general education with diploma and Field 24: Date Exited; DD/MM/CCYY (the first day after the date the student last attended school).

34 Q: When do we submit expulsion data?

A: Expulsion data should be submitted in the submission cycle following the expulsion. Expulsions can be reported any of the three submission dates.

35 Q: In Field 23: District Exit Status, how long are inactive students reported?

A: Once an exit reason (Field 23: District Exit Status) and Field 24: Date Exited are reported in the SRSD, the student should be removed from any future submissions. The date a student is enrolled, and the date s/he exits are very important. This affects the dropout and graduation formula.

36 Q: What do we do when we have a student who has enrolled but is not in school until after count date?

A: In the case of the student who is enrolled but not attending until after count date, you would report the student with zero FTE. Even though the student has not started the school year, s/he should have a schedule that assigns him/her to classes and to teachers.

37 Q: We manage K-8 schools. Should we be exiting our eighth graders in the same fashion that the high schools exit their seniors? Would this include changing their FTE to "0.00"?

A: If you are a public school and these students are, for example, going to a senior high school in your same school district, then these students should be reported as if you expected them to continue in your "district" (Field 23: District Exit Status = "19"). If instead, these students are leaving your district, then in your next submission report them as "enrolled in another district in Michigan" (Field 23: District Exit Status = "08"). They would not appear in any of your subsequent submissions.

38 Q: Do homebound students need attendance reported?

A: It is up to the districts how this will be handled. Remember that attendance in SRSD is a ratio. One suggestion is to report the number of possible days attended as a count of those days that services were offered to the student. The number of actual days would be a count of the days on which services were actually utilized.

Special Education

1 Q: We have an autistic student, 22, classified as in eighth grade. The CEPI Error Check Program rejects her because of her age.

A: Subsequent to discussions with MDE, it has been suggested that you consider the student as a special education student who is ungraded (Field 19: Grade or Setting = "14").

2 Q: If we have a special education student leave the district, do we have to fill both Field 23: District Exit Status and Field 45: Exit/Completion Reason?

A: If you have a student exit the district, you would report him/her in both Field 23: District Exit Status and Field 45: Exit/Completion Reason. Both fields must be completed. Note: Field 23: District Exit Status is used whenever the student leaves the district. Field 45: Exit/Completion Reason is used when leaving a program, regardless if s/he moves out of the district or not.

3 Q: When a special education child exceeds 10 days' suspension, is an expulsion to be reported in fields 112–120? We are not clear on exactly how special education suspension/expulsion is to be reported because the definition in Field 113: Date Expelled refers to special education students being reported as expulsions after 10 days' suspension. If a special education student is suspended for more than 10 days and has returned to school, how can we put a date expelled in Field 113: Date Expelled for the end of the year submission and an exit status in Field 23: District Exit Status, when s/he is, in fact, enrolled at the end of the year? How should we report special education suspensions/expulsions in the special education section and the expulsion section?

A: Expulsion for special education children is defined under the Individuals with Disabilities Education Act (IDEA) as 10 days or longer. This is different from how it is defined for traditional students, where an official expulsion requires an administrative action of the school board. Unless a special education student is expelled from the school district, s/he would be considered as continuing (code "19" in Field 23: District Exit Status). Please see the preface to the expulsion section (fields 112–120) in the SRSD Data Field Descriptions for specifics.

4 Q: For special education students, do we have to report the suspension and expulsion on the SRSD as well as the paper form to the Office of Special Education?

A: No. However, it is suggested that the paper form be kept on file for your own records the first year. The Office of Special Education will collect the data from CEPI through the SRSD.

5 Q: Are long-term suspensions and expulsions reported for general education students or only for special education students?

A: "Long-term suspensions" (as defined by IDEA) are reported only for those special education students out of school for more than 10 days (11 or more days).

This is different from how it is defined for traditional students, where an official expulsion requires an administrative action of the school board. Unless a special education student is expelled from the school district, s/he would be considered as continuing (code "19").

6 Q: Regarding Field 45: Exit/Completion Reason, I was told to use "22 Declassified" for meeting Individual Education Program (IEP) requirements. But there is already a code for that ("20"). Can you please tell me which one should be used for meeting IEP requirements? What should code "22" be used for?

A: Code "20" should be used for students who are graduating. Code "20" is also for the adults with severe impairments who age out (at 26), or for those less severe students (between 22-26) who finish their IEP requirements and exit the center-based programs. Sometimes a student with a Cognitive Impairment is given a "certificate of completion" when s/he finishes the IEP. Code "22" is for students who no longer require services and are returned full time to general education (e.g., a special education student who no longer needs teacher consultant services, an Early Childhood Developmental Delay student who goes to kindergarten, or when services are refused, etc.).

7 Q: What is the difference between Field 38: Date of IEP/Temporary Placement and Field 39: Date of Initial/Redetermination?

- A:** Field 38: Date of IEP/Temporary Placement shows the date of the student's current IEP. Field 38: Date of IEP/Temporary Placement can also be used to show students who transfer from another district and are placed in special education, with the dates of temporary placement.

Field 39: Date of Initial/Redetermination shows the date of the initial or redetermination IEP. Students are re-evaluated in special education every three years.

At times Field 38: Date of IEP/Temporary Placement and Field 39: Date of Initial/Redetermination would have the same date. For example, the initial IEP date would be the same on fields 38 and 39. However, in the following year after the student has a new IEP, Field 38: Date of IEP/Temporary Placement would have a new date while Field 39: Date of Initial/Redetermination would contain the initial IEP date. Also, at the time of redetermination fields 38 and 39 would have the same date; however, in the following year Field 38: Date of IEP/Temporary Placement would have a new IEP date, while Field 39: Date of Initial/Redetermination would keep the redetermination date.

The reason for this distinction is as follows: As special education monitors review students' records, they examine the redetermination information as well as the current IEP. Part of monitoring is to ensure that these activities take place within certain time frames. IEPs take place every 12 months, whereas re-determinations take place every three years.

Career and Technical Education (CTE)

- 1 Q: For Field 67: CTE Completion Status, what is code "41" eleventh grade (last year) program completed?**

A: Code "41" refers to a twelfth grade student who completed a CTE program during or at the completion of the eleventh grade.

- 2 Q: For Field 67: CTE Completion Status, the definition states that a program completer has to be in 11th or 12th grade. It also goes on to say that a student must obtain a GPA of 2.0 or better. Does this mean that in order to complete the program, the student must be in 11th or 12th grade with a 2.0 or better?**

A: No. It is only recommended that the student be an eleventh or twelfth grader and that his/her GPA in CTE courses is 2.0 or greater. These are recommendations, not requirements. It is possible for a student to complete a CTE program while being a freshman or sophomore. It is also possible for the student to have a GPA in CTE courses less than 2.0 and be considered a completer. All of these decisions are left up to the district. The grades and GPA are recommendations from the Office of Career and Technical Education.

- 3 Q: What is a "state-approved" CTE program?**

A: State-approved CTE programs are programs that receive state monies. Such a program usually consists of a planned sequence of courses designed to develop a student's skills in a specific occupational area such that when s/he completes the program, s/he has entry-level skills. A student is determined by the district or ISD to have completed the program. The main criterion for completion is that the student has acquired the skills necessary to obtain gainful employment in the occupational area in which s/he has received training.

4 Q: Should Field 66: CTE Follow-Up Program be related to Field 65: CTE Approved Program?

A: Field 65: CTE Approved Program is the program area that reflects the type of job in which the student will be employed. Field 66: CTE Follow-Up Program refers to wage-earning programs only and is reported at end of year only. There is no requirement within SRSD that Field 65: CTE Approved Program and Field 66: CTE Follow-Up Program be the same. Please contact Michigan Department of Career Development for more information.

5 Q: Cooperative education (Co-op) students fall under the Career and Technical Education section of the SRSD. How are these student records handled?

A: Career and Technical Education is included in fields 63-68 in SRSD. Programmatic questions about these definitions should be directed to the Michigan Department of Labor & Economic Growth - Career Development, Office of Career and Technical Preparation (517-241-4000). Questions have also come up regarding Field 21: Attendance for co-op students. If a student is expected/required to be working somewhere other than a school building, then this should be counted as a possible day in attendance. If the student actually goes to work for any portion of that day, then this is counted as a day in attendance.

6 Q: Who is responsible for reporting students who are at Career and Technical Education (CTE) centers?

A: At the current time, the career center should not be reporting the students unless it is receiving the money for the students directly from the state. In general, it is the administrative unit receiving the money for the student and maintaining the student's records that should be reporting.

7 Q: What students may participate in state-approved CTE programs?

A: Students less than 20 years of age by September 1 of the current school year with no diploma may participate in state-approved CTE programs. Also, special education students less than 26 years of age by September 1 of the current school year may participate in state approved CTE programs.

8 Q: I have a question with regard to vocational classes at the "home school" (the participating high school). We have students complete Vocational Education Data System (VEDS) forms so that we can report their vocational enrollments for home economics and agriculture on our state reports. Do we need to make sure these home economics and agriculture enrollments end up in the SRSD database? Our intention is to use the CTE's VEDS software export program to feed the SRSD database, but we may have to do something special for these home economics and agriculture enrollees.

A: If the agriculture program is a state-approved CTE program, the information must be entered into the VEDS system and be able to be exported for the SRSD. The same holds true for the home economics program. So in this case, the answer is yes; you need to make sure these home economics and agriculture enrollments end up in the SRSD database. All students that participate in any kind of career development program (state approved or non-state-approved) should be reported in Field 29: Program Eligibility/Participation. Only those in state-approved programs should be reported in fields 63–67.

State-approved CTE program: Complete Field 29: Program Eligibility/Participation AND fields 63-67. Non-state-approved CTE program: Complete Field 29: Program Eligibility/Participation only.

Limited English Proficiency (LEP)

1 Q: Is it required that the "primary language" selected for a student be the one that is listed for that student's country of origin in the Ethnologue?

A: No, this is not always the case. For instance, the two would be different for a child born in the Congo, adopted and raised in Costa Rica, and currently living in Michigan.

2 Q: Some students were born in newly formed countries that are not on the SRSD list. What codes should be used in these situations?

A: Use the code for the original country from which the newly formed country was created. Country codes will be updated periodically to account for such changes.

3 Q: Would you please clarify what students need to be reported for fields 71–79?

A: LEP (Fields 71–79) students identified in this section are only those students participating in limited English proficiency programs that are supported by Title I funds. These data become part of the Consolidated Performance Report (FS-3731).

Adult Education

1 Q: What is the definition of Pupil/Student/Participant?

A: In the SRSD Data Field Descriptions, the terms "pupil" and "student" are synonymous. The term "participant" is generally used to refer to those in adult education settings.

2 Q: Fields for FTE on adult education can be greater than 1.00, like a combined FTE for fall and spring, such as with Adult Basic Education (ABE) students. How do we deal with this?

A: This is correct. FTE for adult education students should not be more than 2.00 for fall submission (sum of fields 99 and 100) and not more than 4.00 for end-of-year (sum of fields 99 through 102).

3 Q: We are particularly concerned with having to obtain birth certificates and immunization records for adult education participants. We have so many who are born in foreign countries, enrolled in our jail programs, or so "old" that records are not available.

A: All that is required for adult education participants is the participant's Social Security number.

- 4 Q: I am still having difficulty understanding what constitutes an error in fields 99-102. Since we take no adult education count for July, I am showing "00.0000.0000.00" for Field 99: Adult Education FTE in July and getting a fatal error!**

A: If there is "0.00" FTE, the program codes for these fields (the single character that precedes each of the FTEs) must be blank. It cannot be "0", or you will get a fatal error.

Juvenile Detention

- 1 Q: Who is responsible for reporting students who are in juvenile detention centers?**

A: These students present a unique situation since they come and go so quickly. However, in terms of who takes responsibility for reporting them, if the center is being operated by the school district or ISD, then the center should have a School Code Master number and should report the students.

- 2 Q: How do we handle a student assigned to a juvenile detention center who is also in special education?**

A: A juvenile detention center can have a student assigned to the center as a special education student by the courts. The student could receive special education services, the center could claim FTE and there would not have to be an IEP, IEP date, or MET date. In short, if the school code indicates that the school is a juvenile detention center, special education FTE can be claimed without any additional special education information reported (except Field 29: Program Eligibility/Participation). As a general rule, the detention center has 30 days in which to develop an IEP, but many times the students are not there for 30 days. In some cases, the juvenile detention center uses the court date as the IEP date and as the MET date.

- 3 Q: We are confused as to what to enter for our juvenile detention center students in Field 21: Attendance. The field requires the number of days in attendance out of the total possible number of days. However, these students are often in and out very quickly. How do we address this?**

A: Do not report attendance on juvenile detention students.

- 4 Q: In Field 23: District Exit Status - Exit Status, is it correct to enter "08 Enrolled in Another District" when a juvenile detention student leaves the detention center to return to his/her local school district?**

A: If the juvenile detention center is operated by the student's operating LEA, then s/he never exited the school district. If the juvenile detention center is operated by the ISD, use "08 Enrolled in Another District" as the exit code when s/he returns to the LEA.

Additional Help Resources

1 Q: What is the Web address for the SRSD Data Field Descriptions?

A: SRSD-related documents are located at <http://www.michigan.gov/cepi>. Click on the MEIS Data Services button (left-side navigation bar), and then click on "Single Record Student Database." You will be presented with various SRSD-related resources. Look in the yellow box and select the Data Field Descriptions link. These documents should be the first place you look when trying to answer any questions about SRSD.

2 Q: How can I get more information about the SRSD, beyond what is included in the SRSD Data Field Descriptions and the FAQs?

A: CEPI provides a Web site that contains information about CEPI and the data that it collects. Go to <http://www.michigan.gov/cepi>. Click on the MEIS Data Services button (left-side navigation bar), and then click on "Single Record Student Database." You will be presented with a list of SRSD-related resources.

3 Q: I have questions about the application. I have already consulted the SRSD Data Field Descriptions and FAQs. What do I do next?

A: Please send an e-mail message to Help-Desk@michigan.gov. Note the CEPI application you are using and the specific questions/issues with the application. Include your full name, district code, district name, complete telephone number with area code and extension. The Help Desk staff will create a DIT Remedy Help Desk case for you. They will either contact you or forward your DIT Remedy Help Desk case to the appropriate support staff for research and response. You may receive a telephone call or an e-mail response. The e-mail will include the DIT Remedy Help Desk Case identification number.